



Recommended Components for Single-Gender Programs

Component	Task
Program Structure	<ol style="list-style-type: none"> 1. Single-Gender contact person is designated (may be principal or other staff member) and contact information is supplied to SCDE Coordinator for Single-Gender Initiatives. 2. Principal conducts an inventory of all programs and initiatives that currently exist at the school and which student groups are served by each. 3. School, district and/or state data is examined to determine the areas of potential need for a single-gender program. 4. Appropriate rationale is created to guide the design of the single-gender program (based on identified need and/or providing a choice option). 5. Program design includes a coed choice for all classes offered as single-gender. 6. The district's attorney is aware of Federal regulations and reviews the school's Single-Gender Program Proposal (recommended proposal form is on-line). 7. Process for teacher assignment is purposeful and includes teacher opinion. 8. Clear procedure for selection of students is articulated. 9. Single-gender program complements the school's goal and mission statement. The program is integrated as a part of the total school.
Professional Development	<ol style="list-style-type: none"> 1. All staff has received some training about gender and gender differences. 2. Teachers of single-gender classes receive thorough training on building community, gender differences, and classroom procedures. 3. Principals are knowledgeable about what to look for within single-gender classes during walk-through observations and share this information with staff. 4. On-going professional development opportunities are made available, including as appropriate: national conferences, state workshops and conferences, district and school meetings and workshops, recent research on teaching and gender. 5. Meetings for teachers of single-gender classes are held periodically for planning, sharing, reflecting and collaborating. 6. Single-gender contact person develops and maintains a database of strategies used across the single-gender program. 7. New staff members are provided appropriate training.

School and District Support	<ol style="list-style-type: none"> 1. All teachers at the school analyze student performance including gender as a category and have opportunity to discuss findings. 2. Staff members are aware of the rationale for creating the single-gender program and support its existence at the school. 3. Appropriate district level personnel are aware of and support the single-gender program (i.e. Superintendent, Curriculum, Professional Development). 4. District coordinates dates for all district teachers involved with single-gender classes to meet periodically to share, plan, reflect and collaborate; the district provides quality professional development opportunities as appropriate. 5. Appropriate vertical and horizontal articulation among single-gender classes (within the school and across the district) takes place at least twice per year.
Parent Support	<ol style="list-style-type: none"> 1. Parents are informed about the rationale, policies, and practices of the single-gender program and recent research on gender differences. 2. Parents know that they have a choice to have their child in single-gender classes, know that a coed option is available, and are offered an opportunity to opt-out. 3. Multiple avenues of communication with parents to share information and receive feedback, such as: Information Meetings, Newsletters, Curriculum Nights, PTO Nights, Morning Meetings, Email Blasts, Class Newsletters.
Classroom Community	<ol style="list-style-type: none"> 1. Teachers build community within the single-gender program and classrooms at the beginning of the year and throughout the year. 2. Team building activities are a part of every single-gender classroom. 3. Opportunities for students to discuss and reflect on issues of masculinity and femininity, as appropriate, are incorporated in the schedule (not limited to sex education). 4. Leadership components and student empowerment are integral, as appropriate and available, within the single-gender community.
Instructional Practices for Boys and Girls	<ol style="list-style-type: none"> 1. All teachers in the single-gender program consistently use strategies that meet the needs of boys and girls; instruction is differentiated. 2. A variety of materials and instructional decisions are used to challenge stereotypes about boys and girls, stereotypes are not reinforced. 3. Selection of instructional practices is based on recent research-based knowledge about gender, culture, poverty, development, learning styles, etc. 4. Instructional practices include the use of multiple intelligences, learning styles, differentiated instruction, problem-based learning, project-based learning, inquiry-based learning, and overall best practice. 5. Implementation of instructional practices may be different, but

	<p>overall learning opportunity for students is substantially equal for boys and girls.</p> <ol style="list-style-type: none">6. Procedures for implementing similar instructional practices may differ for boys and girls based on the needs of students.7. Teachers reflect on the effectiveness of instructional practices and collaborate with other teachers to discuss instructional practices with boys and girls.
Teaching of State Standards	<ol style="list-style-type: none">1. Boys and girls are taught the same state standards, though lessons and activities are differentiated as appropriate.
Collection of Data	<ol style="list-style-type: none">1. Single-gender classes are tagged as all-boy or all-girl within appropriate database (SASI or Power School).2. Appropriate data is collected and analyzed to determine the degree of effectiveness of the program in addressing the rationale.3. Necessary changes are made to the single-gender program based on an analysis of data.4. Parents, teachers, and students participate in the annual survey of single-gender programs conducted by the South Carolina Department of Education, Single-Gender Initiatives.5. Data is communicated to teachers, parents, district personnel, and South Carolina Department of Education single-gender coordinator.